



ParentInfo

News for a child's most important educator

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Ky. students outperform national peers in reading on Nation's Report Card

Kentucky's 4th graders and 8th graders continue to outperform their peers nationally in reading and are on par or slightly below the national average in mathematics according to data released recently from the 2013 National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card.

The 2013 data indicate:

- In both 4th- and 8th -grade reading, Kentucky students scored above the national average for public school students.
- In 4th -grade mathematics, Kentucky students scored the same as the national average. The average score was unchanged from 2011.
- In 8th -grade mathematics, the average score of Kentucky students was not significantly different from their average score in 2011 but was up 24 points from their score in 1990.
- Kentucky's results have remained steady over the past few years, with minor gains and losses. Since 1998, Kentucky's 4th graders have gained six points on the NAEP reading assessment, and 8th graders

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Kentucky college-going rates released for Class of 2011



About three out of every five students in Kentucky's public high school Class of 2011 enrolled in college for the 2011-12 academic year, exceeding the previous year's enrollment, the Kentucky Center for Education and Workforce Statistics (KCEWS) announced recently in its release of the 2013 Kentucky High School Feedback Report.

The report revealed that of the 44,853 Kentucky public high school graduates in 2011, 60.2 percent or 27,014 enrolled in some form of higher education compared to 61.4 percent of those who graduated in 2010, a total of 26,858 students. Even though more students attended college, the actual college-going rate dropped marginally in part because of the increasing number of high school graduates, said Charles McGrew, executive director of KCEWS.

The 2013 report includes individual reports for 228 public high schools in the state and is based on 2011-12 college enrollment data, not surveys of students. Reports are not provided for alternative programs, but students from those schools are included in the district-level figures.

In addition to information about each of Kentucky's public high schools, the report includes comparable data about school districts, the proportion from each school that went to college and the types of schools they are attending, ACT scores and information by race and family income. The reports come out annually and provide feedback a year after each class graduates. KCEWS is working to shorten the reporting time to include the most recent class of graduates that attend college in the current fall term.

Although 61 percent of the previous year's high school graduates went to college, 52 percent of them attended both the fall and spring semesters, and only 46 percent of those high school graduates from 2010 completed their first year and returned for the second, according to the report.

Students must earn 30 college-level hours per year to complete a 60-hour degree in two years or a 120-hour bachelor's degree in four years.

The report also illustrates the importance of preparing all high school graduates for success in college. The high school students who graduated in 2010 who were not ready for college-level coursework were only about half as likely to attend college (43 percent compared to 88 percent) as those who were assessed as college-ready. College-readiness is based on meeting all the English, mathematics and reading benchmarks during the

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also have gained eight points. Since 2000, Kentucky's 4th graders have gained 20 points on the NAEP mathematics assessment, and 8th graders have gained 11 points.

In an effort for NAEP scores to more accurately reflect the achievement of all Kentucky students, the Kentucky Department of Education encouraged schools to include students in 2013 NAEP testing who, in the past, may have been excluded from the test based on teacher recommendations using students' Individual Education Plans.

This year, in accordance with NAEP rules, many more students with disabilities (and those with limited English proficiency) completed the test without special accommodations. NAEP does not allow all of the accommodations Kentucky students are allowed on the state's tests.

"Kentucky has made great strides in being more inclusive – essentially reducing the exclusion rates by as much as two-thirds from 2011 while not significantly impacting results," Education Commissioner Terry Holliday said. "Typically, there is as much as a 30 percent difference in the scores of students with special needs and those without, so while we would have liked to have seen increases, the fact that Kentucky achievement levels are holding steady is actually not bad news. As we move forward, we need to focus on not only increased student achievement, but also on closing the gaps among all students."

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statewide junior year ACT assessment.

This year's report has additional information about student success in college including comparisons of high school to college by subject to identify the alignment between the levels, and data about financial aid for college for the Class of 2010.

Of the 2011 high school graduates enrolled in college, the highest numbers are at the University of Kentucky (2,376) and Western Kentucky University (2,340). Of the 9 percent enrolled in out-of-state schools, Indiana University Southeast had the highest number enrolled at 116, according to the report.

The statewide college-going rate for African-Americans in the Class of 2011 is 55.7 percent. The college-going rate for females in the class is 67 percent while the rate for males is 53.5 percent.

Among the high school data on the 2011 graduates, Paintsville High School (Paintsville Independent) had the second-highest college-going rate at 93.6 percent. Four high schools had a 90 percent or higher college-going rate, while six had a rate of less than 40 percent.

To view the report, including individual high school and district information, go to <http://kcews.ky.gov/HSFeedbackReports.aspx>.

Schools are getting ready now

During March 2014, Kentucky school districts are invited to participate in the third annual Operation Preparation college- and career-readiness campaign. During Operation Preparation, communities come together to provide one-on-one advising opportunities for all 8th and 10th graders.



A trained community volunteer will discuss with the student that student's Individual Learning Plan and EXPLORE or PLAN results. The volunteer advisor and the student also will discuss the student's career aspirations, required education/training, whether the student is on target to meet his or her goals and whether the student is taking the required courses to prepare him or her for the future. This session will last approximately 20 minutes.

Advising is a key strategy in reaching the goal that all districts have set of increasing their students' college- and career-readiness rates by 50 percent by 2015. In 2013, 114 districts participated in Operation Preparation. The Kentucky Department of Education hopes that all of Kentucky's 8th- and 10th-grade students will have the opportunity to participate in 2014.

Parents and community partners are encouraged to participate in this year's Operation Preparation. To learn more, contact your local middle or high school.

College- and career-readiness among first-generation students

Each year, ACT provides an [analysis of the college- and career-readiness of U.S. high school graduates](#) based on ACT college-readiness assessment results from the high school graduating class.

ACT, in partnership with the Council for Opportunity in Education (COE), has expanded on this research with an in-depth look at the academic readiness of students who will be the first generation in their families to attend college.

Key report findings include:

- Nearly all first-generation students (94 percent) report that they aspire to earn a postsecondary degree.
- Of these first-generation students, 52 percent met none of the four ACT college-readiness benchmarks.
- Only 9 percent of first-generation students met all four ACT college-readiness benchmarks.

This report shines a light on the need to improve college- and career-readiness for first-generation students while also addressing policies to assist these students with the challenges they may face.

- View or download [The Condition of College & Career Readiness 2013: First-Generation Students](#).
- View additional ACT [research and policy publications](#).
- View additional [COE](#) research and policy publications at www.pellinstitute.org/index.shtml.

NEWS IN BRIEF

SBDM newsletter has important information for parents

Parents who participate on school-based decision making (SBDM) councils can learn more about SBDM efforts by going to the Kentucky Department of Education's newsstand and clicking on the link for any one of the SBDM newsletters. [Here](#) is the link for the most recent issue.

These newsletters also will benefit any parent who might be interested in becoming a member of an SBDM council next school year.

Poverty and education in Kentucky

As part of a continuing series on poverty in Kentucky, host Bill Goodman recently welcomed KET's Renee Shaw to a special edition of "[Education Matters](#)."

Goodman led a panel discussion focused on economic, educational and social policies that impact academic success among students at risk due to poverty. Shaw later hosted a discussion of school, family and community supports and interventions that can counter poverty's effects. The episode also featured an overview of the problem and visits to schools and other programs that have helped at-risk students succeed academically.

Watch streaming video of this and other episodes at the "[Education Matters](#)" website.

Communicating with your young child

The University of North Carolina's Frank Porter Graham (FPG) Child Development Institute has just published *More Than Baby Talk*, an easily-readable and free online guide to igniting the communication and language skills of infants and toddlers.

This guide includes 10 research-based recommendations for educators and parents and can be found at <http://mtbt.fpg.unc.edu/>.

More Than Baby Talk recommends one-on-one and small-group interactions that are tried and tested to support the development of language and communication in infants and toddlers from a variety of backgrounds.

Among the FPG team's recommended interactions are responding to children's vocalizations and speech, eliciting conversations and using complex grammar and a rich vocabulary.

Each practice includes the science that supports it and examples of how to use it.

For more information, go to www.FPG.unc.edu.

Hands-on arts opportunity

Adult artists with disabilities on the VSA Kentucky Artist Registry were recently invited to submit artwork for the Houchens Gallery at the Capitol Arts Center in Bowling Green through the end of the calendar year.

A reception will be held from 5-8 p.m. Dec. 6 during the Bowling Green Gallery Hop. A hands-on visual arts activity will take place in the gallery during the reception, and gallery visitors are invited to join in.

The VSA Kentucky Artist Registry is an online directory of Kentucky artists with disabilities in the visual and performing arts. Experience levels range from emerging self-taught to professional career artists.

VSA Kentucky offers statewide exhibition opportunities for artists to share their vision and talents in addition to selling their work. The registry establishes a community among artists. Included in this exhibition are artists who live in Bowling Green, Frankfort, Franklin, Millersburg, Lexington and Louisville.

VSA Kentucky is an affiliate of VSA, a program of The John F. Kennedy Center for the Performing Arts. To learn more about VSA Kentucky programs go to www.vsartsky.org.

Common student financial aid mistakes

Students should follow these tips from the Kentucky Higher Education Assistance Authority (KHEAA) to make sure they get the help they need.

Some students don't bother to apply for financial aid because they don't think they'll qualify. But they should submit the Free Application for Federal Student Aid (FAFSA) to find out if they're eligible for state and federal student aid programs. Not filing may hurt their chances of getting more free money for college.

Another common mistake is waiting until the last minute to apply for financial aid. Some programs have deadlines, while others have limited funds. Students and families should submit the FAFSA as early as possible after Jan. 1 of each year.

Colleges send each student who has applied for student aid a financial aid package. Students and their families should look each over carefully and compare different school offers to get the best deal.

Students should apply for federal student loans before applying for private loans. Not all private lenders offer the same rates and benefits. Borrowers should pay close attention to what lenders call the back-end benefits: the interest rate and principal reductions offered when repaying the loan. For more information, visit www.kheaa.com.